

THE NEW GENERATION

WRITE SOURCE

GRADES 6-8

correlated to

North Carolina English Language  
Arts Standard Course of Study &  
Grade Level Competencies



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**correlated to**  
**North Carolina English Language Arts**  
**Standard Course of Study and Grade Level Competencies**  
**Grade 6**

**C o m p e t e n c y   G o a l   1**

**The learner will use language to express individual perspectives drawn from personal or related experience.**

Competency Objectives, Grade 6	Write Source, Grade 6
1.01 Narrate a fictional or autobiographical account which: <ul style="list-style-type: none"> <li>• uses a coherent organizing structure appropriate to purpose, audience, and context.</li> </ul>	<b>Student Handbook:</b> 344-345, 346 <b>Teacher’s Edition:</b> 346
<ul style="list-style-type: none"> <li>• tells a story or establishes the significance of an event or events.</li> </ul>	<b>Student Handbook:</b> 98, 100, 104, 124, 344-345 <b>Teacher’s Edition:</b> 104
<ul style="list-style-type: none"> <li>• uses remembered feelings and specific details.</li> </ul>	<b>Student Handbook:</b> 94, 105 <b>Teacher’s Edition:</b> 94, 95, 105
<ul style="list-style-type: none"> <li>• uses a range of appropriate strategies (e.g., dialogue, suspense, movement, gestures, expressions).</li> </ul>	<b>Student Handbook:</b> 99, 119 <b>Teacher’s Edition:</b> 96, 99, 119
1.02 Explore expressive materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> <li>• monitoring comprehension for understanding of what is read, heard, and/or viewed.</li> </ul>	<b>Student Handbook:</b> 284, 290, 325, 345, 354, 418-419 <b>Teacher’s Edition:</b> 284, 290, 325, 345, 354, 418, 419
<ul style="list-style-type: none"> <li>• analyzing the characteristics of expressive works.</li> </ul>	<b>Student Handbook:</b> 344-345, 346, 350, 358, 359 <b>Teacher’s Edition:</b> 346, 350, 359

Competency Objectives, Grade 6	Write Source, Grade 6
<ul style="list-style-type: none"> <li>determining the effect of literary devices and/or strategies on the reader/viewer/listener.</li> </ul>	<p><b>Student Handbook:</b> 360-361, 558-561</p> <p><b>Teacher’s Edition:</b> 54, 77, 79, 106, 264, 360, 361</p>
<ul style="list-style-type: none"> <li>comparing and/or contrasting information.</li> </ul>	<p><b>Student Handbook:</b> 448, 455, 537, 549, 551</p> <p><b>Teacher’s Edition:</b> 448, 455, 537</p>
<ul style="list-style-type: none"> <li>drawing inferences and/or conclusions.</li> </ul>	<p><b>Student Handbook:</b> 289, 290, 294</p> <p><b>Teacher’s Edition:</b> 289, 290, 294</p>
<ul style="list-style-type: none"> <li>determining the main idea and/or significance of events.</li> </ul>	<p><b>Student Handbook:</b> 289, 290, 293, 294, 325, 333</p> <p><b>Teacher’s Edition:</b> 289, 290, 293, 294, 295, 327, 332, 333</p>
<ul style="list-style-type: none"> <li>generating a learning log or journal.</li> </ul>	<p><b>Student Handbook:</b> 144-145, 431-438, 544</p> <p><b>Teacher’s Edition:</b> 2, 144-145, 324, 431-438</p>
<ul style="list-style-type: none"> <li>creating an artistic interpretation that connects self to the work.</li> </ul>	<p><b>Student Handbook:</b> 323-328</p> <p><b>Teacher’s Edition:</b> 90, 94, 323-328</p>
<ul style="list-style-type: none"> <li>discussing print and non-print expressive works formally and informally.</li> </ul>	<p><b>Student Handbook:</b> 29-32</p> <p><b>Teacher’s Edition:</b> 29-32, 82, 96</p>
<p>1.03 Interact appropriately in group settings by:</p> <ul style="list-style-type: none"> <li>listening attentively.</li> </ul>	<p><b>Student Handbook:</b> 30-32, 417-419</p> <p><b>Teacher’s Edition:</b> 30-32, 301, 417-419</p>
<ul style="list-style-type: none"> <li>showing empathy.</li> </ul>	<p><b>Student Handbook:</b> 30, 32, 420-422</p> <p><b>Teacher’s Edition:</b> 30, 32, 420-422</p>
<ul style="list-style-type: none"> <li>contributing relevant comments connecting personal experiences to content.</li> </ul>	<p><b>Student Handbook:</b> 30, 32, 420-422</p> <p><b>Teacher’s Edition:</b> 30, 32, 301, 420-422</p>
<ul style="list-style-type: none"> <li>monitoring own understanding of the discussion and seeking clarification as needed.</li> </ul>	<p><b>Student Handbook:</b> 32, 420-422</p> <p><b>Teacher’s Edition:</b> 32, 420-422</p>

<b>Competency Objectives, Grade 6</b>	<b>Write Source, Grade 6</b>
1.04 Reflect on learning experiences by: <ul style="list-style-type: none"> <li>describing personal learning growth and changes in perspective.</li> </ul>	<b>Student Handbook:</b> 68-69, 144-145, 431-434 <b>Teacher's Edition:</b> 68-69, 144-145, 431-434
<ul style="list-style-type: none"> <li>identifying changes in self throughout the learning process.</li> </ul>	<b>Student Handbook:</b> 68-69, 144-145, 431-434 <b>Teacher's Edition:</b> 68-69, 144-145, 431-434

## C o m p e t e n c y   G o a l   2

**The learner will explore and analyze information from a variety of sources.**

<b>Competency Objectives, Grade 6</b>	<b>Write Source, Grade 6</b>
2.01 Explore informational materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> <li>monitoring comprehension for understanding of what is read, heard and/or viewed.</li> </ul>	<b>Student Handbook:</b> 418-419, 442-444, 445-448 <b>Teacher's Edition:</b> 418-419, 442-444, 445-448
<ul style="list-style-type: none"> <li>studying the characteristics of informational works.</li> </ul>	<b>Student Handbook:</b> 364-373, 374-375, 391 <b>Teacher's Edition:</b> 364-373, 374-375, 391
<ul style="list-style-type: none"> <li>restating and summarizing information.</li> </ul>	<b>Student Handbook:</b> 332-333, 377-380, 389-390 <b>Teacher's Edition:</b> 332-333, 377-380, 389-390
<ul style="list-style-type: none"> <li>determining the importance and accuracy of information.</li> </ul>	<b>Student Handbook:</b> 376, 536 <b>Teacher's Edition:</b> 376, 536
<ul style="list-style-type: none"> <li>making connections between works, self and related topics/information.</li> </ul>	<b>Student Handbook:</b> 388 <b>Teacher's Edition:</b> 388
<ul style="list-style-type: none"> <li>comparing and/or contrasting information.</li> </ul>	<b>Student Handbook:</b> 448, 537, 549, 551 <b>Teacher's Edition:</b> 448, 537
<ul style="list-style-type: none"> <li>drawing inferences and/or conclusions.</li> </ul>	<b>Student Handbook:</b> 392 <b>Teacher's Edition:</b> 392

<b>Competency Objectives, Grade 6</b>	<b>Write Source, Grade 6</b>
<ul style="list-style-type: none"> <li>generating questions.</li> </ul>	<b>Student Handbook:</b> 387-389 <b>Teacher's Edition:</b> 387-389
2.02 Use multiple sources of print and non-print information in developing informational materials (such as brochures, newsletters, and infomercials) through: <ul style="list-style-type: none"> <li>exploring a variety of sources from which information may be attained (e.g., books, Internet, electronic databases, CD-ROM).</li> </ul>	<b>Student Handbook:</b> 363-376 <b>Teacher's Edition:</b> 363-376
<ul style="list-style-type: none"> <li>distinguishing between primary and secondary sources.</li> </ul>	<b>Student Handbook:</b> 364-365 <b>Teacher's Edition:</b> 364-365
<ul style="list-style-type: none"> <li>analyzing the effects of the presentation and/or the accuracy of information.</li> </ul>	<b>Student Handbook:</b> 366, 376 <b>Teacher's Edition:</b> 366, 376

### **C o m p e t e n c y   G o a l   3**

**The learner will examine the foundations and the use of argument.**

<b>Competency Objectives, Grade 6</b>	<b>Write Source, Grade 6</b>
3.01 Explore argumentative works that are read, heard, and/or viewed by: <ul style="list-style-type: none"> <li>monitoring comprehension for understanding what is read, heard, and/or viewed.</li> </ul>	<b>Student Handbook:</b> 220, 226, 263, 418-419, 442-443, 445-448 <b>Teacher's Edition:</b> 418-419, 442-443, 445-448
<ul style="list-style-type: none"> <li>analyzing the characteristics of argumentative works.</li> </ul>	<b>Student Handbook:</b> 220, 225-226, 262-263, 268, 272, 274 <b>Teacher's Edition:</b> 220, 225, 226, 262, 268
<ul style="list-style-type: none"> <li>determining the importance of author's word choice and focus.</li> </ul>	<b>Student Handbook:</b> 220, 226, 263 <b>Teacher's Edition:</b> 220, 226, 262, 263
<ul style="list-style-type: none"> <li>summarizing the author's purpose and stance.</li> </ul>	<b>Student Handbook:</b> 226, 263 <b>Teacher's Edition:</b> 226, 262

Competency Objectives, Grade 6	Write Source, Grade 6
<ul style="list-style-type: none"> <li>responding to public documents (such as but not limited to editorials and school and community policies).</li> </ul>	<p><b>Student Handbook:</b> 268</p> <p><b>Teacher’s Edition:</b> 268</p>
<ul style="list-style-type: none"> <li>distinguishing between fact and opinion.</li> </ul>	<p><b>Student Handbook:</b> 220, 230</p> <p><b>Teacher’s Edition:</b> 220, 230</p>
<p>3.02 Explore the problem solution process by:</p> <ul style="list-style-type: none"> <li>studying examples (in literature and other text) that present problems coherently, describe the solution clearly, sequence reasons to support the solution, and show awareness of audience.</li> </ul>	<p><b>Student Handbook:</b> 548</p>
<ul style="list-style-type: none"> <li>preparing individual and/or group essays and presentations that focus on the diagnosis of a problem and possible solutions.</li> </ul>	<p><b>Student Handbook:</b> 219-222, 261-266, 270-271, 272-273, 274-275, 548</p> <p><b>Teacher’s Edition:</b> 219-222, 261-266, 270-271, 272-273, 274-275, 548</p>
<p>3.03 Study arguments that evaluate through:</p> <ul style="list-style-type: none"> <li>exploring examples that show a firm control of sound judgments, audience awareness, clear idea/theme, and the use of relevant and coherent reasons for support.</li> </ul>	<p><b>Student Handbook:</b> 220, 225-226, 262-263</p> <p><b>Teacher’s Edition:</b> 220, 225, 226, 262, 263</p>
<ul style="list-style-type: none"> <li>preparing individual and/or group essays and presentations that use evaluative techniques.</li> </ul>	<p><b>Student Handbook:</b> 221-222, 227-238, 264-265, 287-300, 330-331</p> <p><b>Teacher’s Edition:</b> 221, 222, 227-238, 264-265, 287-300, 330-331</p>

**C o m p e t e n c y   G o a l   4**

**The learner will use critical thinking skills and create criteria to evaluate print and non-print materials.**

Competency Objectives, Grade 6	Write Source, Grade 6
<p>4.01 Determine the purpose of the author or creator by:</p> <ul style="list-style-type: none"> <li>monitoring comprehension for understanding of what is read, heard and/or viewed.</li> </ul>	<p><b>Student Handbook:</b> 29-32, 441-444, 445-448</p> <p><b>Teacher’s Edition:</b> 29-32, 441-444, 445-448</p>

Competency Objectives, Grade 6	Write Source, Grade 6
<ul style="list-style-type: none"> <li>exploring any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques.</li> </ul>	<p><b>Student Handbook:</b> 240</p> <p><b>Teacher’s Edition:</b> 240</p>
<ul style="list-style-type: none"> <li>analyzing the effects of author’s craft on the reader/viewer/listener.</li> </ul>	<p><b>Student Handbook:</b> 29-32, 72, 76-77, 94, 99-100, 158, 200-201, 214-215, 220, 225-226, 262-263, 278-279, 283-286, 287-300</p> <p><b>Teacher’s Edition:</b> 29-32, 72, 76-77, 94, 99-100, 158, 200-201, 214-215, 220, 225-226, 262-263, 278-279, 283-286, 287-300</p>
<p>4.02 Analyze the communication and develop (with teacher assistance) and apply appropriate criteria to evaluate the quality of the communication by:</p> <ul style="list-style-type: none"> <li>using knowledge of language structure and literary or media techniques.</li> </ul>	<p><b>Student Handbook:</b> 33-44, 45-56</p> <p><b>Teacher’s Edition:</b> 33-44, 45-46</p>
<ul style="list-style-type: none"> <li>drawing conclusions based on evidence, reasons, or relevant information.</li> </ul>	<p><b>Student Handbook:</b> 29-32, 45-56, 287-300</p> <p><b>Teacher’s Edition:</b> 29-32, 45-56, 287-300</p>
<ul style="list-style-type: none"> <li>considering the implications, consequences, or impact of those conclusions.</li> </ul>	<p><b>Student Handbook:</b> 29-32, 45-56, 302</p> <p><b>Teacher’s Edition:</b> 29-32, 45-56, 302</p>
<p>4.03 Recognize and develop a stance of a critic by:</p> <ul style="list-style-type: none"> <li>considering alternative points of view or reasons.</li> </ul>	<p><b>Teacher’s Edition:</b> 80</p>
<ul style="list-style-type: none"> <li>remaining fair-minded and open to other interpretations.</li> </ul>	<p><b>Student Handbook:</b> 30</p> <p><b>Teacher’s Edition:</b> 32</p>
<ul style="list-style-type: none"> <li>constructing a critical response/review of a work/topic.</li> </ul>	<p><b>Student Handbook:</b> 29-32, 45-56</p> <p><b>Teacher’s Edition:</b> 29-32, 45-56</p>

## C o m p e t e n c y   G o a l   5

**The learner will respond to various literary genres using interpretive and evaluative processes.**

Competency Objectives, Grade 6	Write Source, Grade 6
<p>5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive reading program by:</p> <ul style="list-style-type: none"> <li>• using effective reading strategies to match type of text.</li> </ul>	<p><b>Student Handbook:</b> 445-448</p> <p><b>Teacher’s Edition:</b> 445-448</p>
<ul style="list-style-type: none"> <li>• reading self-selected literature and other materials of individual interest.</li> </ul>	<p><b>Student Handbook:</b> 283-286, 287-322, 323-328</p> <p><b>Teacher’s Edition:</b> 283-286, 287-322, 323-328</p>
<ul style="list-style-type: none"> <li>• reading literature and other materials selected by the teacher.</li> </ul>	<p><b>Student Handbook:</b> 283-286, 287-322, 323-328</p> <p><b>Teacher’s Edition:</b> 283-286, 287-322, 323-328</p>
<ul style="list-style-type: none"> <li>• discussing literature in teacher-student conferences and small group discussions.</li> </ul>	<p><b>Teacher’s Edition:</b> 299</p>
<ul style="list-style-type: none"> <li>• taking an active role in whole class seminars.</li> </ul>	<p><b>Student Handbook:</b> 420-422</p> <p><b>Teacher’s Edition:</b> 420-422</p>
<ul style="list-style-type: none"> <li>• discussing and analyzing the effects on texts of such literary devices as figurative language, dialogue, and flashback.</li> </ul>	<p><b>Student Handbook:</b> 420-422</p> <p><b>Teacher’s Edition:</b> 420-422</p>
<ul style="list-style-type: none"> <li>• interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style.</li> </ul>	<p><b>Student Handbook:</b> 139, 287-294, 346, 350, 351-352</p> <p><b>Teacher’s Edition:</b> 139, 287-294, 346, 350, 351-352</p>
<ul style="list-style-type: none"> <li>• extending understanding by creating products for different purposes, different audiences and within various contexts.</li> </ul>	<p><b>Student Handbook:</b> 323-328</p> <p><b>Teacher’s Edition:</b> 323-328</p>
<ul style="list-style-type: none"> <li>• exploring relationships between and among characters, ideas, concepts and/or experiences.</li> </ul>	<p><b>Student Handbook:</b> 287-328</p> <p><b>Teacher’s Edition:</b> 287-328</p>

Competency Objectives, Grade 6	Write Source, Grade 6
5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through: <ul style="list-style-type: none"> <li>reading a variety of literature and other text (e.g., novels, autobiographies, myths, essays, magazines, plays, pattern poems, blank verse).</li> </ul>	<b>Student Handbook:</b> 283-286, 287-328 <b>Teacher’s Edition:</b> 283-286, 287-328
<ul style="list-style-type: none"> <li>interpreting what impact genre-specific characteristics have on the meaning of the work.</li> </ul>	<b>Student Handbook:</b> 287-328 <b>Teacher’s Edition:</b> 287-328
<ul style="list-style-type: none"> <li>exploring how the author’s choice and use of a genre shapes the meaning of the literary work.</li> </ul>	<b>Student Handbook:</b> 287-328 <b>Teacher’s Edition:</b> 76, 287-328
<ul style="list-style-type: none"> <li>exploring what impact literary elements have on the meaning of the text such as the influence of setting or the problem and its resolution.</li> </ul>	<b>Student Handbook:</b> 287-328 <b>Teacher’s Edition:</b> 287-328

**C o m p e t e n c y   G o a l   6**

**The learner will apply conventions of grammar and language usage.**

Competency Objectives, Grade 6	Write Source, Grade 6
6.01 Demonstrate an understanding of conventional written and spoken expression by: <ul style="list-style-type: none"> <li>using a variety of sentence types correctly, punctuating them properly, and avoiding fragments and run-ons.</li> </ul>	<b>Student Handbook:</b> 12, 20, 34, 42-43, 82, 98, 122-123, 124, 130-131, 141, 162, 186-187, 224, 248-249, 250, 256-257, 266, 288, 310-311, 312, 318-319, 348, 402, 410, 499-522, 511-522, 690-700 <b>Teacher’s Edition:</b> 20, 42-43, 98, 122-123, 141, 186-187, 224, 248-249, 288, 310-311, 318, 348, 499-522, 690-700 <b>Student SkillsBook:</b> 3-6, 75-90, 91-120
<ul style="list-style-type: none"> <li>using appropriate subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.</li> </ul>	<b>Student Handbook:</b> 297, 314, 483-484, 508-509, 720-726, 728 <b>Teacher’s Edition:</b> 297, 314, 483-484, 508-509, 720-726, 728-729 <b>Student SkillsBook:</b> 147-156

Competency Objectives, Grade 6	Write Source, Grade 6
<ul style="list-style-type: none"> <li>demonstrating the different roles of the parts of speech in sentence construction</li> </ul>	<p><b>Student Handbook:</b> 41, 120, 181, 184, 185, 247, 252, 253, 308, 309, 469-498, 702-748</p> <p><b>Teacher’s Edition:</b> 41, 120, 181, 184, 185, 247, 252, 253, 308, 309, 469-498, 702-748</p> <p><b>Student SkillsBook:</b> 123-184</p>
<ul style="list-style-type: none"> <li>using pronouns correctly, including clear antecedents and correct case.</li> </ul>	<p><b>Student Handbook:</b> 474-479, 706-714</p> <p><b>Teacher’s Edition:</b> 474-479, 706-714</p> <p><b>Student SkillsBook:</b> 133-140</p>
<ul style="list-style-type: none"> <li>using phrases and clauses correctly (e.g., prepositional phrases, appositives, dependent and independent clauses).</li> </ul>	<p><b>Student Handbook:</b> 181, 473, 494-495, 498, 515, 517, 519, 584, 594, 698, 700, 742</p> <p><b>Teacher’s Edition:</b> 181, 473, 494-495, 498, 515, 517, 519, 584, 594, 698, 700, 742</p> <p><b>Student SkillsBook:</b> 9-22, 171-172, 175-179</p>
<ul style="list-style-type: none"> <li>determining the meaning of unfamiliar vocabulary words by using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.</li> </ul>	<p><b>Student Handbook:</b> 374-375, 442, 445, 562, 563, 564-569</p> <p><b>Teacher’s Edition:</b> 2, 121, 185, 374-375, 401, 442, 445</p>
<ul style="list-style-type: none"> <li>extending vocabulary knowledge by learning and using new words.</li> </ul>	<p><b>Student Handbook:</b> 442, 445, 560-561, 562, 564-569</p> <p><b>Teacher’s Edition:</b> 20, 41, 121, 185, 266, 401</p>
<ul style="list-style-type: none"> <li>exploring the role and use of dialects and of standard English to appreciate appropriate usage in different contexts.</li> </ul>	<p><b>Student Handbook:</b> 652-686</p> <p><b>Teacher’s Edition:</b> 245, 652-686</p> <p><b>Student SkillsBook:</b> 53-60</p>
<ul style="list-style-type: none"> <li>developing an awareness of language conventions and usage during oral presentations.</li> </ul>	<p><b>Student Handbook:</b> 424, 426-427, 429, 652-686</p> <p><b>Teacher’s Edition:</b> 424, 426-427, 429, 652-686</p> <p><b>Student SkillsBook:</b> 53-60</p>

Competency Objectives, Grade 6	Write Source, Grade 6
<p>6.02 Identify and edit errors in spoken and written English by:</p> <ul style="list-style-type: none"> <li>reviewing and using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled.</li> </ul>	<p><b>Student Handbook:</b> 642, 644-650, 651</p> <p><b>Teacher’s Edition:</b> 642, 644-650, 651</p> <p><b>Student SkillsBook:</b> 51-52</p>
<ul style="list-style-type: none"> <li>applying proofreading symbols when editing.</li> </ul>	<p><b>Student Handbook:</b> 579-749, inside back cover</p> <p><b>Teacher’s Edition:</b> 579-749, inside back cover</p> <p><b>Student SkillsBook:</b> 3-40</p>
<ul style="list-style-type: none"> <li>producing final drafts that demonstrate accurate spelling and the correct use of punctuation and capitalization.</li> </ul>	<p><b>Student Handbook:</b> 22-24, 59, 128-129, 142, 189-193, 251-255, 313-317, 328, 349, 403-405</p> <p><b>Teacher’s Edition:</b> 22-24, 59, 128-129, 142, 189-193, 251-255, 313-317, 328, 349, 403-405</p> <p><b>Student SkillsBook:</b> 3-40, 41-46</p>
<ul style="list-style-type: none"> <li>developing an awareness of errors in everyday speech.</li> </ul>	<p><b>Student Handbook:</b> 652-686</p> <p><b>Teacher’s Edition:</b> 652-686</p> <p><b>Student SkillsBook:</b> 53-60</p>



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correlated to
North Carolina English Language Arts
Standard Course of Study and Grade Level Competencies
Grade 7

Competency Goal 1

The learner will use language to express individual perspectives in response to personal, social, cultural, and historical issues.

Table with 2 columns: Competency Objectives, Grade 7 and Write Source, Grade 7. It lists specific objectives for narrating and responding to expressive materials, along with corresponding page numbers in the Student Handbook and Teacher's Edition.

Competency Objectives, Grade 7	Write Source, Grade 7
<ul style="list-style-type: none"> <li>determining the importance of literary effects on the reader/viewer/viewer.</li> </ul>	<p><b>Student Handbook:</b> 72, 77, 99, 326</p> <p><b>Teacher’s Edition:</b> 76, 98, 99, 326</p>
<ul style="list-style-type: none"> <li>making connections between works, self and related topics.</li> </ul>	<p><b>Student Handbook:</b> 146, 287, 434</p> <p><b>Teacher’s Edition:</b> 94, 109, 136, 146, 285, 434</p>
<ul style="list-style-type: none"> <li>comparing and/or contrasting information.</li> </ul>	<p><b>Student Handbook:</b> 77</p> <p><b>Teacher’s Edition:</b> 136</p>
<ul style="list-style-type: none"> <li>drawing inferences and/or conclusions.</li> </ul>	<p><b>Student Handbook:</b> 289-290</p> <p><b>Teacher’s Edition:</b> 287</p>
<ul style="list-style-type: none"> <li>determining the main idea and/or significance of events.</li> </ul>	<p><b>Student Handbook:</b> 136-137, 286, 296, 332</p> <p><b>Teacher’s Edition:</b> 137, 284, 295, 332</p>
<ul style="list-style-type: none"> <li>generating a learning log or journal.</li> </ul>	<p><b>Student Handbook:</b> 2, 146-147, 431-440, 544</p> <p><b>Teacher’s Edition:</b> 2, 73, 146-147, 285, 431-440, 544</p>
<ul style="list-style-type: none"> <li>maintaining an annotated list of works read/viewed.</li> </ul>	<p><b>Student Handbook:</b> 393, 403-404</p> <p><b>Teacher’s Edition:</b> 393, 403, 404</p>
<ul style="list-style-type: none"> <li>creating an artistic interpretation that connects self and/or society to the selection.</li> </ul>	<p><b>Student Handbook:</b> 148, 330-331, 411-414</p> <p><b>Teacher’s Edition:</b> 148, 330-331, 349, 355, 411-415, 440</p>
<ul style="list-style-type: none"> <li>constructing and presenting book/media reviews.</li> </ul>	<p><b>Student Handbook:</b> 283-286, 287-322, 323-328</p> <p><b>Teacher’s Edition:</b> 283-286, 287-322, 323-328</p>
<p>1.03 Interact in group settings by:</p> <ul style="list-style-type: none"> <li>responding appropriately to comments and questions.</li> </ul>	<p><b>Student Handbook:</b> 29-30, 420-421, 422</p> <p><b>Teacher’s Edition:</b> 29-30, 420-421, 422</p>
<ul style="list-style-type: none"> <li>offering personal opinions confidently without dominating.</li> </ul>	<p><b>Student Handbook:</b> 29-30, 420-421, 422</p> <p><b>Teacher’s Edition:</b> 29-30, 96, 188, 420-421, 422</p>

<b>Competency Objectives, Grade 7</b>	<b>Write Source, Grade 7</b>
<ul style="list-style-type: none"> <li>giving appropriate reasons that support opinions.</li> </ul>	<b>Student Handbook:</b> 31, 422 <b>Teacher's Edition:</b> 31, 96, 188, 422
<ul style="list-style-type: none"> <li>soliciting and respecting another person's opinion</li> </ul>	<b>Student Handbook:</b> 30-31, 421, 422 <b>Teacher's Edition:</b> 30-31, 96, 188, 421, 422
1.04 Reflect on learning experiences by: <ul style="list-style-type: none"> <li>analyzing personal learning growth and changes in perspective.</li> </ul>	<b>Student Handbook:</b> 66-67, 147, 434, 435-438 <b>Teacher's Edition:</b> 67, 322, 434, 435-438
<ul style="list-style-type: none"> <li>examining changes in self throughout the learning process.</li> </ul>	<b>Student Handbook:</b> 66-67, 434 <b>Teacher's Edition:</b> 67, 322, 434
<ul style="list-style-type: none"> <li>determining how personal circumstances and background shape interaction with text.</li> </ul>	<b>Student Handbook:</b> 146-147, 434, 435 <b>Teacher's Edition:</b> 146-147, 434, 435

## C o m p e t e n c y   G o a l   2

**The learner will synthesize and use information from a variety of sources.**

<b>Competency Objectives, Grade 7</b>	<b>Write Source, Grade 7</b>
2.01 Respond to informational materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> <li>monitoring comprehension for understanding of what is read, heard, and/or viewed.</li> </ul>	<b>Student Handbook:</b> 332, 333, 442-444, 445-448, 449-451, 453, 464-467 <b>Teacher's Edition:</b> 332, 372, 436, 442-444, 445-448, 449-451, 453, 464-467
<ul style="list-style-type: none"> <li>analyzing the characteristics of informational works.</li> </ul>	<b>Student Handbook:</b> 364, 365-366, 371, 376 <b>Teacher's Edition:</b> 364, 371, 376
<ul style="list-style-type: none"> <li>summarizing information.</li> </ul>	<b>Student Handbook:</b> 332-333, 377-380 <b>Teacher's Edition:</b> 332-333, 362A, 377-380, 392
<ul style="list-style-type: none"> <li>determining the importance of information.</li> </ul>	<b>Student Handbook:</b> 364-366, 376 <b>Teacher's Edition:</b> 362A, 364-366, 376, 392

Competency Objectives, Grade 7	Write Source, Grade 7
<ul style="list-style-type: none"> <li>making connections to related topics/information.</li> </ul>	<p><b>Student Handbook:</b> 390, 391</p> <p><b>Teacher’s Edition:</b> 390, 391</p>
<ul style="list-style-type: none"> <li>drawing inferences and/or conclusions.</li> </ul>	<p><b>Student Handbook:</b> 394, 398-402</p> <p><b>Teacher’s Edition:</b> 394, 398-402</p>
<ul style="list-style-type: none"> <li>generating questions.</li> </ul>	<p><b>Student Handbook:</b> 371, 387, 390, 391</p> <p><b>Teacher’s Edition:</b> 387, 390, 391, 436, 437, 462</p>
<p>2.02 Use multiple sources of print and non-print information in designing and developing informational materials (such as brochures, newsletters, and infomercials) through:</p> <ul style="list-style-type: none"> <li>identifying and using appropriate primary and secondary sources.</li> </ul>	<p><b>Student Handbook:</b> 364-376, 393</p> <p><b>Teacher’s Edition:</b> 364-376, 393</p>
<ul style="list-style-type: none"> <li>comparing, contrasting, and evaluating information from different sources about the same topic.</li> </ul>	<p><b>Student Handbook:</b> 376, 390, 391-393</p> <p><b>Teacher’s Edition:</b> 376, 390, 391-393</p>
<ul style="list-style-type: none"> <li>evaluating information for extraneous details, inconsistencies, relevant facts, and organization.</li> </ul>	<p><b>Student Handbook:</b> 376, 390</p> <p><b>Teacher’s Edition:</b> 376, 390</p>

## C o m p e t e n c y   G o a l   3

**The learner will refine the understanding and use of argument.**

Competency Objectives, Grade 7	Write Source, Grade 7
<p>3.01 Explore and analyze argumentative works that are read, heard and/or viewed by:</p> <ul style="list-style-type: none"> <li>• monitoring comprehension for understanding of what is read, heard and/or viewed.</li> </ul>	<p><b>Student Handbook:</b> 220, 226, 263</p> <p><b>Teacher’s Edition:</b> 220, 226, 263</p>
<ul style="list-style-type: none"> <li>• identifying the arguments and positions stated or implied and the evidence used to support them.</li> </ul>	<p><b>Student Handbook:</b> 220, 226, 263</p> <p><b>Teacher’s Edition:</b> 226, 263</p>
<ul style="list-style-type: none"> <li>• recognizing bias, emotional factors, and/or semantic slanting.</li> </ul>	<p><b>Student Handbook:</b> 231, 246</p> <p><b>Teacher’s Edition:</b> 231, 246</p>
<ul style="list-style-type: none"> <li>• examining the effectiveness of style, tone, and use of language.</li> </ul>	<p><b>Student Handbook:</b> 244-247</p> <p><b>Teacher’s Edition:</b> 244-247</p>
<ul style="list-style-type: none"> <li>• summarizing the author’s purpose and stance.</li> </ul>	<p><b>Student Handbook:</b> 220, 263</p> <p><b>Teacher’s Edition:</b> 220, 225, 261</p>
<ul style="list-style-type: none"> <li>• examining the importance and impact of establishing a position or point-of-view.</li> </ul>	<p><b>Student Handbook:</b> 237, 240-243</p> <p><b>Teacher’s Edition:</b> 237, 240-243</p>
<ul style="list-style-type: none"> <li>• making connections between works, self and related topics.</li> </ul>	<p><b>Teacher’s Edition:</b> 226, 262</p>
<ul style="list-style-type: none"> <li>• drawing inferences.</li> </ul>	<p><b>Teacher’s Edition:</b> 226</p>
<ul style="list-style-type: none"> <li>• responding to public documents (such as but not limited to editorials, reviews, local/state/national policies/issues).</li> </ul>	<p><b>Student Handbook:</b> 262-263</p> <p><b>Teacher’s Edition:</b> 262-263</p>
<p>3.02 Explore and analyze the problem-solution process by:</p> <ul style="list-style-type: none"> <li>• studying problems and solutions within various texts and situations.</li> </ul>	<p><b>Student Handbook:</b> 137, 219, 220, 225-226</p> <p><b>Teacher’s Edition:</b> 218A, 220, 225, 226</p>

<b>Competency Objectives, Grade 7</b>	<b>Write Source, Grade 7</b>
<ul style="list-style-type: none"> <li>utilizing the problem-solution process within various contexts/situations.</li> </ul>	<b>Student Handbook:</b> 137, 221, 223-260, 548 <b>Teacher's Edition:</b> 221, 223-260, 548
<ul style="list-style-type: none"> <li>constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details.</li> </ul>	<b>Student Handbook:</b> 223-260 <b>Teacher's Edition:</b> 223-260
<ul style="list-style-type: none"> <li>recognizing and/or creating an organizing structure appropriate to purpose, audience, and context.</li> </ul>	<b>Student Handbook:</b> 232-238, 242-243 <b>Teacher's Edition:</b> 232-238, 242-243
3.03 Study and create arguments that evaluate by: <ul style="list-style-type: none"> <li>understanding the importance of establishing a firm judgment.</li> </ul>	<b>Student Handbook:</b> 231, 232, 234-238 <b>Teacher's Edition:</b> 231, 232, 234-238
<ul style="list-style-type: none"> <li>justifying the judgment with logical, relevant reasons, clear examples, and supporting details.</li> </ul>	<b>Student Handbook:</b> 231, 232, 234-238, 240-241 <b>Teacher's Edition:</b> 231, 232, 234-238, 240-241
<ul style="list-style-type: none"> <li>creating an organizing structure appropriate to purpose, audience, and context.</li> </ul>	<b>Student Handbook:</b> 232, 234-238, 242-243 <b>Teacher's Edition:</b> 232, 234-238, 242-243

## **C o m p e t e n c y   G o a l   4**

**The learner will refine critical thinking skills and create criteria to evaluate print and non-print materials.**

<b>Competency Objectives, Grade 7</b>	<b>Write Source, Grade 7</b>
4.01 Analyze the purpose of the author or creator by: <ul style="list-style-type: none"> <li>monitoring comprehension for understanding of what is read, heard and/or viewed.</li> </ul>	<b>Student Handbook:</b> 158, 164, 220, 263
<ul style="list-style-type: none"> <li>examining any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques.</li> </ul>	<b>Student Handbook:</b> 231, 246 <b>Teacher's Edition:</b> 231, 246
<ul style="list-style-type: none"> <li>exploring and evaluating the underlying assumptions of the author/creator.</li> </ul>	<b>Student Handbook:</b> 225-226, 231, 262-263 <b>Teacher's Edition:</b> 225-226, 231, 262-263

Competency Objectives, Grade 7	Write Source, Grade 7
<ul style="list-style-type: none"> <li>understanding the effects of author’s craft on the reader/viewer/listener.</li> </ul>	<p><b>Student Handbook:</b> 29-32, 72, 164, 201, 220, 226, 231, 262-263</p> <p><b>Teacher’s Edition:</b> 29-32, 72, 77, 220, 226, 231, 262-263</p>
<p>4.02 Develop (with assistance) and apply appropriate criteria to evaluate the quality of the communication by:</p> <ul style="list-style-type: none"> <li>using knowledge of language structure and literary or media techniques.</li> </ul>	<p><b>Student Handbook:</b> 29-32, 239-260, 266, 281</p> <p><b>Teacher’s Edition:</b> 29-32, 239-260, 266, 281</p>
<ul style="list-style-type: none"> <li>drawing conclusions based on evidence, reasons, or relevant information.</li> </ul>	<p><b>Student Handbook:</b> 228-232, 264-265, 280</p> <p><b>Teacher’s Edition:</b> 228-232, 264-265, 280</p>
<ul style="list-style-type: none"> <li>considering the implications, consequences, or impact of those conclusions.</li> </ul>	<p><b>Student Handbook:</b> 230, 264-265, 280</p> <p><b>Teacher’s Edition:</b> 230, 264-265, 280</p>
<p>4.03 Develop the stance of a critic by:</p> <ul style="list-style-type: none"> <li>considering and presenting alternative points of view or reasons.</li> </ul>	<p><b>Student Handbook:</b> 241</p> <p><b>Teacher’s Edition:</b> 241</p>
<ul style="list-style-type: none"> <li>remaining fair-minded and open to other interpretations.</li> </ul>	<p><b>Student Handbook:</b> 241</p> <p><b>Teacher’s Edition:</b> 241</p>
<ul style="list-style-type: none"> <li>creating a critical response/review of a work/topic.</li> </ul>	<p><b>Student Handbook:</b> 223-260, 287-332, 323-328, 334-335</p> <p><b>Teacher’s Edition:</b> 223-260, 287-332, 323-328, 334-335</p>

## C o m p e t e n c y   G o a l   5

**The learner will respond to various literary genres using interpretive and evaluative processes.**

Competency Objectives, Grade 7	Write Source, Grade 7
<p>5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive reading program by:</p> <ul style="list-style-type: none"> <li>• using effective reading strategies to match type of text.</li> </ul>	<p><b>Student Handbook:</b> 445-448, 451-458</p> <p><b>Teacher’s Edition:</b> 445-448, 451-458</p>
<ul style="list-style-type: none"> <li>• reading self-selected literature and other materials of individual interest.</li> </ul>	<p><b>Student Handbook:</b> 283-286, 287-322, 323-328, 330-331</p> <p><b>Teacher’s Edition:</b> 283-286, 287-322, 323-328, 330-331</p>
<ul style="list-style-type: none"> <li>• reading literature and other materials selected by the teacher.</li> </ul>	<p><b>Student Handbook:</b> 283-286, 287-322, 323-328, 330-331</p> <p><b>Teacher’s Edition:</b> 283-286, 287-322, 323-328, 330-331</p>
<ul style="list-style-type: none"> <li>• assuming an active role in teacher-student conferences</li> </ul>	<p><b>Teacher’s Edition:</b> 74, 125, 222, 299</p>
<ul style="list-style-type: none"> <li>• engaging in small group discussions.</li> </ul>	<p><b>Student Handbook:</b> 31-32, 420-421</p> <p><b>Teacher’s Edition:</b> 31-32, 96, 188, 420-421</p>
<ul style="list-style-type: none"> <li>• taking an active role in whole class seminars.</li> </ul>	<p><b>Student Handbook:</b> 420-421</p> <p><b>Teacher’s Edition:</b> 420-421</p>
<ul style="list-style-type: none"> <li>• analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback, allusion, and irony.</li> </ul>	<p><b>Student Handbook:</b> 106, 119, 348, 351-352, 360-361, 556, 558-561</p> <p><b>Teacher’s Edition:</b> 106, 119, 126, 348, 351-352, 360-361, 556, 558-561</p>
<ul style="list-style-type: none"> <li>• analyzing the effects of such elements as plot, theme, point of view, characterization, mood, and style.</li> </ul>	<p><b>Student Handbook:</b> 287-300, 302-303, 350, 351-352</p> <p><b>Teacher’s Edition:</b> 287-300, 302-303, 350, 351-352</p>
<ul style="list-style-type: none"> <li>• analyzing themes and central ideas in literature and other texts in relation to personal issues/experiences.</li> </ul>	<p><b>Student Handbook:</b> 294-300, 305, 306</p> <p><b>Teacher’s Edition:</b> 288, 294-300, 305, 306, 352</p>

Competency Objectives, Grade 7	Write Source, Grade 7
<ul style="list-style-type: none"> <li>extending understanding by creating products for different purposes, different audiences and within various contexts.</li> </ul>	<p><b>Student Handbook:</b> 283-286, 287-322, 323-327, 334-335</p> <p><b>Teacher’s Edition:</b> 283-286, 287-322, 323-327, 334-335</p>
<ul style="list-style-type: none"> <li>analyzing the connections of relationships between and among characters, ideas, concepts, and/or experiences.</li> </ul>	<p><b>Student Handbook:</b> 283-286, 287-300, 323-327, 334-335</p> <p><b>Teacher’s Edition:</b> 283-286, 287-300, 323-327, 334-335</p>
<p>5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:</p> <ul style="list-style-type: none"> <li>reading a variety of literature and other text (e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems).</li> </ul>	<p><b>Student Handbook:</b> 283-286, 287-322, 323-328, 330-331</p> <p><b>Teacher’s Edition:</b> 283-286, 287-322, 323-328, 330-331</p>
<ul style="list-style-type: none"> <li>analyzing what genre specific characteristics have on the meaning of the work.</li> </ul>	<p><b>Student Handbook:</b> 287-300, 323-327, 334-335</p> <p><b>Teacher’s Edition:</b> 287-300, 323-327, 334-335</p>
<ul style="list-style-type: none"> <li>analyzing how the author’s choice and use of a genre shapes the meaning of the literary work.</li> </ul>	<p><b>Student Handbook:</b> 287-300, 323-327, 334-335</p> <p><b>Teacher’s Edition:</b> 287-300, 323-327, 334-335</p>
<ul style="list-style-type: none"> <li>analyzing what impact literary elements have on the meaning of the text such as the influence of setting on the problem and its resolution.</li> </ul>	<p><b>Student Handbook:</b> 287-300, 323-327, 334-335</p> <p><b>Teacher’s Edition:</b> 287-300, 323-327, 334-335</p>

## C o m p e t e n c y   G o a l   6

**The learner will apply conventions of application of grammar and language usage.**

Competency Objectives, Grade 7	Write Source, Grade 7
<p>6.01 Model an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> <li>using a variety of sentences correctly, punctuating them properly, and avoiding fragments and run-ons.</li> </ul>	<p><b>Student Handbook:</b> 12, 20, 34, 42-43, 82, 98, 122-123, 130-131, 141, 162, 186-187, 194-195, 224, 248-249, 252, 256-257, 288, 310-311, 312, 318-319, 348, 380, 410, 503-504, 506, 511-522</p> <p><b>Teacher’s Edition:</b> 20, 34, 42-43, 82, 98, 122-123, 130-131, 141, 162, 186-187, 194-195, 224, 248-249, 252, 256-257, 288, 310-311, 312, 318-319, 348, 380, 410, 503-504, 506, 511-522, 767-775</p> <p><b>Student SkillsBook:</b> 80-86, 101-126</p>
<ul style="list-style-type: none"> <li>using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.</li> </ul>	<p><b>Student Handbook:</b> 190, 314, 483-484, 508-509, 720-726, 728</p> <p><b>Teacher’s Edition:</b> 190, 314, 483-484, 508-509, 720-726, 728</p> <p><b>Student SkillsBook:</b> 93-99, 153-158</p>
<ul style="list-style-type: none"> <li>applying the parts of speech to clarify language usage.</li> </ul>	<p><b>Student Handbook:</b> 41, 186, 187, 248, 249, 308, 314, 347, 375, 469-498, 519, 553, 588, 700, 702-748</p> <p><b>Teacher’s Edition:</b> 41, 186, 187, 248, 249, 308, 314, 347, 375, 469-498, 519, 553, 700-701, 702-748</p> <p><b>Student SkillsBook:</b> 129-136, 137-150, 151-162, 163-170, 171-174, 175-176, 177-178, 179-182, 183-186</p>
<ul style="list-style-type: none"> <li>using pronouns correctly, including clear antecedents and correct case.</li> </ul>	<p><b>Student Handbook:</b> 474-479, 706-714</p> <p><b>Teacher’s Edition:</b> 474-479, 706-714</p> <p><b>Student SkillsBook:</b> 137-150</p>
<ul style="list-style-type: none"> <li>using phrases and clauses correctly, including proper punctuation (e.g., prepositional phrases, appositives, dependent and independent clauses).</li> </ul>	<p><b>Student Handbook:</b> 122, 123, 185, 191, 310, 473, 494-495, 498, 512, 513, 517, 519, 563, 584, 586, 588, 590, 594, 700</p> <p><b>Teacher’s Edition:</b> 122, 123, 185, 191, 310, 473, 494-495, 498, 512, 513, 517, 519, 563, 584, 586, 588, 590, 594, 700-701</p> <p><b>Student SkillsBook:</b> 15-18, 21-22, 23-24, 75-78, 103-104, 121-122, 175-176, 179-182</p>

Competency Objectives, Grade 7	Write Source, Grade 7
<ul style="list-style-type: none"> <li>determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.</li> </ul>	<p><b>Student Handbook:</b> 374-375, 445, 562-563, 564-569</p> <p><b>Teacher’s Edition:</b> 120, 309, 374-375, 445</p>
<ul style="list-style-type: none"> <li>extending vocabulary knowledge by learning and using new words.</li> </ul>	<p><b>Student Handbook:</b> 374-375, 442, 445, 562-563, 564-569</p> <p><b>Teacher’s Edition:</b> 99, 120, 308, 309, 345, 374-375, 383, 384, 442, 445</p>
<ul style="list-style-type: none"> <li>determining when and where dialects and standard/nonstandard English usage are appropriate.</li> </ul>	<p><b>Student Handbook:</b> 247, 307</p> <p><b>Teacher’s Edition:</b> 247, 307</p>
<ul style="list-style-type: none"> <li>applying language conventions and usage during oral presentations.</li> </ul>	<p><b>Student Handbook:</b> 424-427, 429</p> <p><b>Teacher’s Edition:</b> 424-427, 429</p>
<ul style="list-style-type: none"> <li>choosing language that is precise, engaging, and well suited to the topic and audience.</li> </ul>	<p><b>Student Handbook:</b> 12, 20, 34, 41, 80, 98, 120-121, 124, 130-131, 141, 162, 184-185, 194-195, 204, 224, 246-247, 250, 256-257, 288, 308-309, 312, 318-319, 328, 348, 357, 410, 415</p> <p><b>Teacher’s Edition:</b> 12, 20, 34, 41, 80, 98, 120-121, 124, 130-131, 141, 162, 184-185, 194-195, 204, 224, 246-247, 250, 256-257, 288, 308-309, 312, 318-319, 328, 348, 357, 410, 415, 767-775</p>
<ul style="list-style-type: none"> <li>experimenting with figurative language and speech patterns.</li> </ul>	<p><b>Student Handbook:</b> 79, 357, 359-361</p> <p><b>Teacher’s Edition:</b> 79, 357, 359-361</p>
<p>6.02 Continue to identify and edit errors in spoken and written English by:</p> <ul style="list-style-type: none"> <li>using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled.</li> </ul>	<p><b>Student Handbook:</b> 642, 645-651</p> <p><b>Teacher’s Edition:</b> 642, 645-651</p> <p><b>Student SkillsBook:</b> 59-60</p>
<ul style="list-style-type: none"> <li>mastering proofreading symbols for editing.</li> </ul>	<p><b>Student Handbook:</b> inside back cover</p> <p><b>Teacher’s Edition:</b> inside back cover</p> <p><b>Student SkillsBook:</b> 3-48</p>

Competency Objectives, Grade 7	Write Source, Grade 7
<ul style="list-style-type: none"> <li>producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format.</li> </ul>	<p><b>Student Handbook:</b> 7, 9, 24-26, 57-64, 129, 142, 193, 255, 266, 317, 328, 349, 357, 409</p> <p><b>Teacher’s Edition:</b> 7, 9, 24-26, 57-64, 129, 142, 193, 255, 266, 317, 328, 349, 357, 409</p> <p><b>Student SkillsBook:</b> 3-48, 49-58</p>
<ul style="list-style-type: none"> <li>listening to and monitoring self to correct errors.</li> </ul>	<p><b>Student Handbook:</b> 27, 59, 429-430</p> <p><b>Teacher’s Edition:</b> 27, 59, 429-430</p>

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**correlated to**  
**North Carolina English Language Arts**  
**Standard Course of Study and Grade Level Competencies**  
**Grade 8**

**C o m p e t e n c y   G o a l   1**

**The learner will use language to express individual perspectives through analysis of personal, social, cultural, and historical issues.**

<b>Competency Objectives, Grade 8</b>	<b>Write Source, Grade 8</b>
1.01 Narrate a personal account which: <ul style="list-style-type: none"><li>• creates a coherent, organizing structure appropriate to purpose, audience, and context.</li></ul>	<b>Student Handbook:</b> 99-100, 101, 108-112, 116-117, 124 <b>Teacher's Edition:</b> 92A, 99, 108-112, 117
<ul style="list-style-type: none"><li>• establishes a point of view and sharpens focus.</li></ul>	<b>Student Handbook:</b> 103, 107 <b>Teacher's Edition:</b> 99, 103, 107
<ul style="list-style-type: none"><li>• uses remembered feelings.</li></ul>	<b>Student Handbook:</b> 106, 107, 111 <b>Teacher's Edition:</b> 106
<ul style="list-style-type: none"><li>• selects details that best illuminate the topic.</li></ul>	<b>Student Handbook:</b> 97, 99, 108, 110, 114-115, 124 <b>Teacher's Edition:</b> 108, 110, 114
<ul style="list-style-type: none"><li>• connects events to self/society.</li></ul>	<b>Student Handbook:</b> 124
1.02 Analyze expressive materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"><li>• monitoring comprehension for understanding of what is read, heard and/or viewed.</li></ul>	<b>Student Handbook:</b> 94, 99, 284, 289-290, 345, 354 <b>Teacher's Edition:</b> 94, 99, 284, 289-290, 345, 354

Competency Objectives, Grade 8	Write Source, Grade 8
<ul style="list-style-type: none"> <li>reviewing the characteristics of expressive works.</li> </ul>	<p><b>Student Handbook:</b> 94, 99, 284, 289-290, 345, 350, 351-352, 354, 358, 359, 360-361</p> <p><b>Teacher's Edition:</b> 94, 99, 284, 289-290, 344, 350, 351-352, 359, 360-361</p>
<ul style="list-style-type: none"> <li>determining the importance of literary effects on the reader/viewer/listener.</li> </ul>	<p><b>Student Handbook:</b> 345, 348, 349, 354, 360-361</p> <p><b>Teacher's Edition:</b> 345, 348, 354, 355, 360, 361</p>
<ul style="list-style-type: none"> <li>making connections between works, self and related topics.</li> </ul>	<p><b>Student Handbook:</b> 80</p> <p><b>Teacher's Edition:</b> 80</p>
<ul style="list-style-type: none"> <li>drawing inferences.</li> </ul>	<p><b>Student Handbook:</b> 283-286, 287-300</p> <p><b>Teacher's Edition:</b> 283-286, 287-300</p>
<ul style="list-style-type: none"> <li>generating a learning log or journal.</li> </ul>	<p><b>Student Handbook:</b> 431-434, 435-440, 544, 560</p> <p><b>Teacher's Edition:</b> 6, 291, 309, 309, 416A, 431-434, 435-440, 544, 560</p>
<ul style="list-style-type: none"> <li>maintaining an annotated list of works that are read or viewed, including personal reactions.</li> </ul>	<p><b>Student Handbook:</b> 385, 392, 396, 403-404</p> <p><b>Teacher's Edition:</b> 385, 392, 396, 403-404</p>
<ul style="list-style-type: none"> <li>taking an active role in and/or leading formal/informal book/media talks.</li> </ul>	<p><b>Teacher's Edition:</b> 292</p>
<p>1.03 Interact in group activities and/or seminars in which the student:</p> <ul style="list-style-type: none"> <li>shares personal reactions to questions raised.</li> </ul>	<p><b>Student Handbook:</b> 29-32, 115, 420-422</p> <p><b>Teacher's Edition:</b> 16, 29-32, 115, 301, 406, 420-422</p>
<ul style="list-style-type: none"> <li>gives reasons and cites examples from text in support of expressed opinions.</li> </ul>	<p><b>Student Handbook:</b> 31-32, 115, 421-422</p> <p><b>Teacher's Edition:</b> 16, 29, 30, 31-32, 115, 301, 406, 421-422</p>
<ul style="list-style-type: none"> <li>clarifies, illustrates, or expands on a response when asked to do so, and asks classmates for similar expansion.</li> </ul>	<p><b>Student Handbook:</b> 29-32, 115, 421-422</p> <p><b>Teacher's Edition:</b> 16, 31-32, 115, 406, 421-422</p>

Competency Objectives, Grade 8	Write Source, Grade 8
1.04 Reflect on learning experiences by: <ul style="list-style-type: none"> <li>evaluating how personal perspectives are influenced by society, cultural differences, and historical issues.</li> </ul>	<b>Teacher’s Edition:</b> 26
<ul style="list-style-type: none"> <li>appraising changes in self throughout the learning process.</li> </ul>	<b>Student Handbook:</b> 28, 66-67, 134, 198, 260, 322, 434, 435-438 <b>Teacher’s Edition:</b> 28, 66-67, 134, 198, 260, 322, 434, 435-438
<ul style="list-style-type: none"> <li>evaluating personal circumstances and background that shape interaction with text.</li> </ul>	<b>Student Handbook:</b> 68-69, 434 <b>Teacher’s Edition:</b> 68-69, 434

## C o m p e t e n c y   G o a l   2

**The learner will use and evaluate information from a variety of sources.**

Competency Objectives, Grade 8	Write Source, Grade 8
2.01 Analyze and evaluate informational materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> <li>monitoring comprehension for understanding of what is read, heard and/or viewed.</li> </ul>	<b>Student Handbook:</b> 332-333, 375-378, 442-444, 445-448, 451-457 <b>Teacher’s Edition:</b> 332-333, 375-378, 442-444, 445-448, 451-457
<ul style="list-style-type: none"> <li>recognizing the characteristics of informational materials.</li> </ul>	<b>Student Handbook:</b> 364-365, 374 <b>Teacher’s Edition:</b> 364-374
<ul style="list-style-type: none"> <li>summarizing information.</li> </ul>	<b>Student Handbook:</b> 332-333, 375-378, 440 <b>Teacher’s Edition:</b> 332-333, 375-378, 440
<ul style="list-style-type: none"> <li>determining the importance and accuracy of information.</li> </ul>	<b>Student Handbook:</b> 334-335, 374, 536, 551 <b>Teacher’s Edition:</b> 334-335, 374, 536, 551
<ul style="list-style-type: none"> <li>making connections to related topics/information.</li> </ul>	<b>Student Handbook:</b> 388-389, 390, 414, 435-438, 439-440, 447 <b>Teacher’s Edition:</b> 388, 389, 390, 414, 435-438, 439-440, 447

Competency Objectives, Grade 8	Write Source, Grade 8
<ul style="list-style-type: none"> <li>drawing inferences and/or conclusions.</li> </ul>	<p><b>Student Handbook:</b> 393</p> <p><b>Teacher’s Edition:</b> 393</p>
<ul style="list-style-type: none"> <li>generating questions.</li> </ul>	<p><b>Student Handbook:</b> 386, 389-390</p> <p><b>Teacher’s Edition:</b> 36, 386, 389-390, 399, 451</p>
<ul style="list-style-type: none"> <li>extending ideas.</li> </ul>	<p><b>Student Handbook:</b> 412-414, 424-427, 435-438, 439-440, 456</p> <p><b>Teacher’s Edition:</b> 412-414, 424-427, 435-438, 439-440, 456</p>
<p>2.02 Use multiple sources of print and non-print information to explore and create research products in both written and presentational forms by:</p> <ul style="list-style-type: none"> <li>determining purpose, audience, and context.</li> </ul>	<p><b>Student Handbook:</b> 379-394, 412</p> <p><b>Teacher’s Edition:</b> 175, 379-394, 412</p>
<ul style="list-style-type: none"> <li>understanding the focus.</li> </ul>	<p><b>Student Handbook:</b> 379, 393-394, 412-414</p> <p><b>Teacher’s Edition:</b> 379, 393-394, 412-414</p>
<ul style="list-style-type: none"> <li>recognizing and/or choosing a relevant topic.</li> </ul>	<p><b>Student Handbook:</b> 386-389, 412</p> <p><b>Teacher’s Edition:</b> 386-389, 412</p>
<ul style="list-style-type: none"> <li>recognizing and/or selecting presentational format (e.g., video, essay, interactive technology) appropriate to audience.</li> </ul>	<p><b>Student Handbook:</b> 409, 411-415</p> <p><b>Teacher’s Edition:</b> 175, 409, 411-415</p>
<ul style="list-style-type: none"> <li>evaluating information for extraneous detail, inconsistencies, relevant facts, and organization.</li> </ul>	<p><b>Student Handbook:</b> 365, 374, 388-390</p> <p><b>Teacher’s Edition:</b> 365, 374, 388-390</p>
<ul style="list-style-type: none"> <li>researching and organizing information to achieve purpose.</li> </ul>	<p><b>Student Handbook:</b> 389-394, 412</p> <p><b>Teacher’s Edition:</b> 389-394, 412</p>
<ul style="list-style-type: none"> <li>using notes and/or memory aids to structure information.</li> </ul>	<p><b>Student Handbook:</b> 388-392, 412-414, 426-427</p> <p><b>Teacher’s Edition:</b> 388-392, 412-414, 426-427</p>

<b>Competency Objectives, Grade 8</b>	<b>Write Source, Grade 8</b>
<ul style="list-style-type: none"> <li>supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources.</li> </ul>	<b>Student Handbook:</b> 364, 388-402, 412-414, 426-427 <b>Teacher's Edition:</b> 364, 388-402, 412-414, 426-427
<ul style="list-style-type: none"> <li>noting and/or citing sources used.</li> </ul>	<b>Student Handbook:</b> 385, 386, 390-392, 395, 396, 403-404 <b>Teacher's Edition:</b> 385, 386, 390-392, 395, 396, 403-404
<ul style="list-style-type: none"> <li>recognizing the use of and/or employing graphics such as charts, diagrams, and graphs to enhance the communication of information.</li> </ul>	<b>Student Handbook:</b> 60, 272-273, 425-426, 574-575 <b>Teacher's Edition:</b> 60, 272-273, 425-426, 574-575

### C o m p e t e n c y   G o a l   3

**The learner will continue to refine the understanding and use of argument.**

<b>Competency Objectives, Grade 8</b>	<b>Write Source, Grade 8</b>
3.01 Explore and evaluate argumentative works that are read, heard and/or viewed by: <ul style="list-style-type: none"> <li>monitoring comprehension for understanding of what is read, heard and/or viewed.</li> </ul>	<b>Student Handbook:</b> 220, 226, 263 <b>Teacher's Edition:</b> 220, 226, 263
<ul style="list-style-type: none"> <li>analyzing the work by identifying the arguments and positions stated or implied and the evidence used to support them.</li> </ul>	<b>Student Handbook:</b> 220, 225-226, 262-263 <b>Teacher's Edition:</b> 220, 225, 226, 263
<ul style="list-style-type: none"> <li>identifying the social context of the argument.</li> </ul>	<b>Student Handbook:</b> 269
<ul style="list-style-type: none"> <li>recognizing the effects of bias, emotional factors, and/or semantic slanting.</li> </ul>	<b>Student Handbook:</b> 240-241, 244, 246-247 <b>Teacher's Edition:</b> 240-241, 244, 246-247
<ul style="list-style-type: none"> <li>comparing the argument and counter-argument presented.</li> </ul>	<b>Student Handbook:</b> 230 <b>Teacher's Edition:</b> 230
<ul style="list-style-type: none"> <li>identifying/evaluating the effectiveness of tone, style, and use of language.</li> </ul>	<b>Student Handbook:</b> 225-226, 258-259 <b>Teacher's Edition:</b> 225-226, 258-259

Competency Objectives, Grade 8	Write Source, Grade 8
<ul style="list-style-type: none"> <li>evaluating the author’s purpose and stance.</li> </ul>	<p><b>Student Handbook:</b> 225-226, 258-259</p> <p><b>Teacher’s Edition:</b> 225-226, 258</p>
<ul style="list-style-type: none"> <li>making connections between works, self and related topics.</li> </ul>	<p><b>Teacher’s Edition:</b> 258</p>
<ul style="list-style-type: none"> <li>responding to public documents (such as but not limited to editorials, reviews, local, state, and national policies/issues including those with a historical context).</li> </ul>	<p><b>Student Handbook:</b> 268</p> <p><b>Teacher’s Edition:</b> 268</p>
<p>3.02 Continue to explore and analyze the use of the problem-solution process by:</p> <ul style="list-style-type: none"> <li>evaluating problems and solutions within various texts and situations.</li> </ul>	<p><b>Student Handbook:</b> 39, 548</p> <p><b>Teacher’s Edition:</b> 39</p>
<ul style="list-style-type: none"> <li>utilizing the problem-solution process within various contexts/situations.</li> </ul>	<p><b>Student Handbook:</b> 39, 548</p> <p><b>Teacher’s Edition:</b> 39</p>
<ul style="list-style-type: none"> <li>constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details.</li> </ul>	<p><b>Student Handbook:</b> 39, 548</p> <p><b>Teacher’s Edition:</b> 39</p>
<ul style="list-style-type: none"> <li>recognizing and/or creating an organizing structure appropriate to purpose, audience, and context.</li> </ul>	<p><b>Student Handbook:</b> 39, 548</p> <p><b>Teacher’s Edition:</b> 39, 175</p>
<p>3.03 Evaluate and create arguments that persuade by:</p> <ul style="list-style-type: none"> <li>understanding the importance of the engagement of audience by establishing a context, creating a persona, and otherwise developing interest.</li> </ul>	<p><b>Student Handbook:</b> 223-224, 227-238</p> <p><b>Teacher’s Edition:</b> 175, 223-224, 227-238</p>
<ul style="list-style-type: none"> <li>noting and/or developing a controlling idea that makes a clear and knowledgeable judgment.</li> </ul>	<p><b>Student Handbook:</b> 227-238, 240-241, 242-243</p> <p><b>Teacher’s Edition:</b> 227-238, 240-241, 242-243</p>
<ul style="list-style-type: none"> <li>arranging details, reasons, and examples effectively and persuasively.</li> </ul>	<p><b>Student Handbook:</b> 227-238, 242-243</p> <p><b>Teacher’s Edition:</b> 227-238, 242-243</p>

<b>Competency Objectives, Grade 8</b>	<b>Write Source, Grade 8</b>
<ul style="list-style-type: none"> <li>anticipating and addressing reader/listener concerns and counterarguments.</li> </ul>	<b>Student Handbook:</b> 230-238, 241 <b>Teacher's Edition:</b> 230-238, 241
<ul style="list-style-type: none"> <li>recognizing and/or creating an organizing structure appropriate to purpose, audience, and context.</li> </ul>	<b>Student Handbook:</b> 232, 233-238, 242-243 <b>Teacher's Edition:</b> 175, 232, 233-238, 242-243

### **C o m p e t e n c y   G o a l   4**

**The learner will continue to refine critical thinking skills and create criteria to evaluate print and non-print materials.**

<b>Competency Objectives, Grade 8</b>	<b>Write Source, Grade 8</b>
4.01 Analyze the purpose of the author or creator and the impact of that purpose by: <ul style="list-style-type: none"> <li>monitoring comprehension for understanding of what is read, heard and/or viewed.</li> </ul>	<b>Student Handbook:</b> 332-333, 375-378, 442-444, 445-448, 451-457 <b>Teacher's Edition:</b> 332-333, 375-378, 442-444, 445-448, 451-457
<ul style="list-style-type: none"> <li>evaluating any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques.</li> </ul>	<b>Student Handbook:</b> 240, 246, 247 <b>Teacher's Edition:</b> 240, 246, 247
<ul style="list-style-type: none"> <li>evaluating the underlying assumptions of the author/creator.</li> </ul>	<b>Student Handbook:</b> 240, 246, 247 <b>Teacher's Edition:</b> 240, 246, 247
<ul style="list-style-type: none"> <li>evaluating the effects of author's craft on the reader/viewer/listener.</li> </ul>	<b>Student Handbook:</b> 29-32, 76-77, 99-100, 136-137, 163-164, 200-201, 214-215, 220, 225-226, 262-263, 283-286, 287-300, 323-328, 330-331, 336-341, 344-345, 354 <b>Teacher's Edition:</b> 29-32, 76-77, 99-100, 136-137, 163-164, 200-201, 214-215, 220, 225-226, 262-263, 283-286, 287-300, 323-328, 330-331, 336-341, 344-345, 354, 355
4.02 Analyze and develop (with limited assistance) and apply appropriate criteria to evaluate the quality of the communication by: <ul style="list-style-type: none"> <li>using knowledge of language structure and literary or media techniques.</li> </ul>	<b>Student Handbook:</b> 33-44, 45-56, 113-124, 177-188, 239-250, 301-312 <b>Teacher's Edition:</b> 33-44, 45-56, 113-124, 177-188, 239-250, 301-312
<ul style="list-style-type: none"> <li>drawing conclusions based on evidence, reasons, or relevant information.</li> </ul>	<b>Student Handbook:</b> 228-232, 292-294 <b>Teacher's Edition:</b> 228-232, 292-294

Competency Objectives, Grade 8	Write Source, Grade 8
<ul style="list-style-type: none"> <li>considering the implications, consequences, or impact of those conclusions.</li> </ul>	<b>Student Handbook:</b> 228-232 <b>Teacher's Edition:</b> 228-232
4.03 Use the stance of a critic to: <ul style="list-style-type: none"> <li>consider alternative points of view or reasons.</li> </ul>	<b>Student Handbook:</b> 230, 233-234, 236-238, 241, 243 <b>Teacher's Edition:</b> 230, 233-234, 236-238, 241, 243
<ul style="list-style-type: none"> <li>remain fair-minded and open to other interpretations.</li> </ul>	<b>Student Handbook:</b> 230-231, 234, 237 <b>Teacher's Edition:</b> 230-231, 234, 237
<ul style="list-style-type: none"> <li>constructing a critical response/view of a work/topic.</li> </ul>	<b>Student Handbook:</b> 287-300 <b>Teacher's Edition:</b> 287-300

### C o m p e t e n c y   G o a l   5

**The learner will respond to various literary genres using interpretive and evaluative processes.**

Competency Objectives, Grade 8	Write Source, Grade 8
5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by: <ul style="list-style-type: none"> <li>using effective reading strategies to match type of text.</li> </ul>	<b>Student Handbook:</b> 434, 445-448 <b>Teacher's Edition:</b> 434, 445-448
<ul style="list-style-type: none"> <li>reading self-selected literature and other materials of interest to the individual.</li> </ul>	<b>Student Handbook:</b> 283-286, 287-300, 323-328 <b>Teacher's Edition:</b> 283-286, 287-300, 323-328
<ul style="list-style-type: none"> <li>reading literature and other materials selected by the teacher.</li> </ul>	<b>Student Handbook:</b> 283-286, 287-300, 323-328 <b>Teacher's Edition:</b> 283-286, 287-300, 323-328
<ul style="list-style-type: none"> <li>assuming a leadership role in student-teacher reading conferences.</li> </ul>	<b>Teacher's Edition:</b> 168, 244, 401, 424
<ul style="list-style-type: none"> <li>leading small group discussions.</li> </ul>	<b>Student Handbook:</b> 29-32, 420-422 <b>Teacher's Edition:</b> 29-32, 420-422

Competency Objectives, Grade 8	Write Source, Grade 8
<ul style="list-style-type: none"> <li>taking an active role in whole class seminars.</li> </ul>	<p><b>Student Handbook:</b> 420-422</p> <p><b>Teacher’s Edition:</b> 420-422</p>
<ul style="list-style-type: none"> <li>analyzing the effects of elements such as plot, theme, characterization, style, mood, and tone.</li> </ul>	<p><b>Student Handbook:</b> 283-286, 287-300, 323-328, 345-346, 350, 351-352</p> <p><b>Teacher’s Edition:</b> 283-286, 287-300, 323-328, 345-346, 350, 351-352</p>
<ul style="list-style-type: none"> <li>discussing the effects of such literary devices as figurative language, dialogue, flashback, allusion, irony, and symbolism.</li> </ul>	<p><b>Student Handbook:</b> 360-361, 556, 558-561</p> <p><b>Teacher’s Edition:</b> 33, 81, 110-111, 116, 293, 348, 349, 360-361, 556, 558-561</p>
<ul style="list-style-type: none"> <li>analyzing and evaluating themes and central ideas in literature and other texts in relation to personal and societal issues.</li> </ul>	<p><b>Student Handbook:</b> 283-286, 287-300, 323-328</p> <p><b>Teacher’s Edition:</b> 26, 283-286, 287-300, 323-328</p>
<ul style="list-style-type: none"> <li>extending understanding by creating products for different purposes, different audiences, and within various contexts.</li> </ul>	<p><b>Student Handbook:</b> 58, 129, 193, 255, 283-286, 287-300, 317, 323-328, 343-349, 353-361</p> <p><b>Teacher’s Edition:</b> 58, 69, 129, 175, 193, 255, 283-286, 287-300, 317, 323-328, 343-349, 353-361</p>
<ul style="list-style-type: none"> <li>analyzing and evaluating the relationships between and among characters, ideas, concepts, and/or experiences.</li> </ul>	<p><b>Student Handbook:</b> 283-286, 287-300, 323-328</p> <p><b>Teacher’s Edition:</b> 283-286, 287-300, 323-328</p>
<p>5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:</p> <ul style="list-style-type: none"> <li>reading a variety of literature and other text (e.g., young adult novels, short stories, biographies, plays, free verse, narrative poems).</li> </ul>	<p><b>Student Handbook:</b> 283-286, 287-300, 323-328</p> <p><b>Teacher’s Edition:</b> 283-286, 287-300, 323-328</p>
<ul style="list-style-type: none"> <li>evaluating what impact genre-specific characteristics have on the meaning of the text.</li> </ul>	<p><b>Student Handbook:</b> 345-346, 350, 351-352</p> <p><b>Teacher’s Edition:</b> 345-346, 350, 351</p>
<ul style="list-style-type: none"> <li>evaluating how the author’s choice and use of a genre shapes the meaning of the literary work.</li> </ul>	<p><b>Student Handbook:</b> 283-286, 287-300, 323-328, 345-346</p> <p><b>Teacher’s Edition:</b> 283-286, 287-300, 323-328, 345-346</p>

Competency Objectives, Grade 8	Write Source, Grade 8
<ul style="list-style-type: none"> <li>evaluating what impact literary elements have on the meaning of the text.</li> </ul>	<b>Student Handbook:</b> 351-352, 360-361, 558-559 <b>Teacher's Edition:</b> 351-352, 360-361

## C o m p e t e n c y   G o a l   6

**The learner will apply conventions of grammar and language usage.**

Competency Objectives, Grade 8	Write Source, Grade 8
6.01 Model an understanding of conventional written and spoken expression by: <ul style="list-style-type: none"> <li>using a variety of sentence types, punctuating properly, and avoiding fragments and run-ons.</li> </ul>	<b>Student Handbook:</b> 12, 42-43, 191, 248, 502, 504, 511-522, 579-581 <b>Teacher's Edition:</b> 12, 42-43, 191, 248, 502, 504, 511-522, 579-581 <b>Student SkillsBook:</b> 3-4, 74-82, 101-132
<ul style="list-style-type: none"> <li>using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.</li> </ul>	<b>Student Handbook:</b> 126, 127, 482-483, 508-509, 720-726, 728 <b>Teacher's Edition:</b> 44, 126, 127, 482-483, 508-509, 720-726, 728 <b>Student SkillsBook:</b> 95-100, 153-156
<ul style="list-style-type: none"> <li>applying the parts of speech to clarify language usage.</li> </ul>	<b>Student Handbook:</b> 79, 120, 184, 185, 469-498, 702-748 <b>Teacher's Edition:</b> 43, 79, 120, 184, 185, 462, 469-498, 702-748 <b>Student SkillsBook:</b> 133-138, 139-152, 153-164, 165-170, 171-173, 174, 15-180, 181-182, 183
<ul style="list-style-type: none"> <li>using pronouns correctly, including clear antecedents and case</li> </ul>	<b>Student Handbook:</b> 252, 474-479, 706-714 <b>Teacher's Edition:</b> 252, 263, 474-479, 706-714 <b>Student SkillsBook:</b> 139-152
<ul style="list-style-type: none"> <li>using phrases and clauses correctly, including proper punctuation (e.g. prepositional phrases, appositives, dependent and independent clauses.)</li> </ul>	<b>Student Handbook:</b> 43, 123, 485, 494-495, 496-498, 503, 511, 512-515, 516-517, 520, 582, 584, 588, 590, 698, 700, 720, 730, 744, 745 <b>Teacher's Edition:</b> 43, 123, 310, 485, 494-495, 496-498, 503, 511, 512-515, 516-517, 520, 582, 584, 588, 590, 698, 700, 720, 730, 744, 745 <b>Student SkillsBook:</b> 7-8, 11-12, 69-72, 174, 175-180

Competency Objectives, Grade 8	Write Source, Grade 8
<ul style="list-style-type: none"> <li>determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.</li> </ul>	<p><b>Student Handbook:</b> 184, 372-373, 442, 444, 445, 562-563, 564-569</p> <p><b>Teacher’s Edition:</b> 41, 77, 106, 120, 309, 355, 372-373, 442, 444, 445</p>
<ul style="list-style-type: none"> <li>extending vocabulary knowledge by learning and using new words.</li> </ul>	<p><b>Student Handbook:</b> 560-561, 562-563, 564-569</p> <p><b>Teacher’s Edition:</b> 13, 14, 50, 56, 76, 77, 99, 132, 152, 336, 352, 355</p>
<ul style="list-style-type: none"> <li>evaluating the use and power of dialects in standard/nonstandard English usage.</li> </ul>	<p><b>Student Handbook:</b> 182, 306, 309</p> <p><b>Teacher’s Edition:</b> 182, 306, 309</p>
<ul style="list-style-type: none"> <li>applying correct language conventions and usage during formal oral presentations.</li> </ul>	<p><b>Student Handbook:</b> 44, 423-430</p> <p><b>Teacher’s Edition:</b> 44, 416A, 423-430</p>
<p>6.02 Continue to identify and edit errors in spoken and written English by:</p> <ul style="list-style-type: none"> <li>using correct spelling of words appropriate in difficulty for eighth graders and refining mastery of an individualized list of commonly misspelled words.</li> </ul>	<p><b>Student Handbook:</b> 642, 645-651</p> <p><b>Teacher’s Edition:</b> 642, 645-651</p> <p><b>Student SkillsBook:</b> 51-52</p>
<ul style="list-style-type: none"> <li>producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format.</li> </ul>	<p><b>Student Handbook:</b> 7, 9, 24-26, 57-64, 129, 193, 255, 317, 328, 409</p> <p><b>Teacher’s Edition:</b> 7, 9, 24-26, 57-64, 129, 193, 255, 317, 328, 409</p> <p><b>Student SkillsBook:</b> 3-40, 41-50, 51-52, 53-64</p>
<ul style="list-style-type: none"> <li>independently practicing formal oral presentations.</li> </ul>	<p><b>Student Handbook:</b> 129, 255, 423-430</p> <p><b>Teacher’s Edition:</b> 129, 255, 423-430</p>



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